DOCUMENT RESUME

ED 333 758 FL 800 298

AUTHOR Barton, David, Ed.
TITLE New Views of Literacy, 1990. A Bibliography.
INSTITUTION RaPAL, Bradford (England).
PUB DATE Jul 90
NOTE 38p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Adult Basic Education; Adult Education; *Adult Literacy; Annotated Bibliographies; Classroom Techniques; Cultural Differences; Developed Nations; Developing Nations; Educational Environment; Educational History; Educational Research; Educational Strategies; Educational Theories; Foreign Countries; Information Sources; *Literacy Education; Popular Culture; Program Administration; Sex Differences; Student Evaluation; Visual Literacy
IDENTIFIERS Australia; Canada; England; *Numeracy; United States

ABSTRACT

This bibliography cites resources in 13 aspects of education relating to literacy: approaches to literacy; research and practice; critical approaches to literacy (including Paolo Freire, critical theory, literacy and gender); adult education (adult learning, working in groups); popular education and popular culture (community development, writing and community publishing, media literacy, other communication technologies); educational practice (reading and writing, critical issues in evaluation, access to education, learning disabilities, numeracy); programs and organizations (management, funding); language issues (language variety and identity, bilingual literacy, visual literacy, readability); literacy uses and contexts (literacy uses, family literacy, school relevance to adult life, literacy and the workplace); literacy in industrialized countries (Britain, United States, Canada); literacy in developing countries; historical and cultural comparisons (history of literacy, literacy with and without schooling, analyzing textbooks, literacy and thought); and other resources (journals, newsletters, and other addresses). Most sections and subsections have brief introductions, and many citations have very brief annotations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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NEW VIEWS OF LITERACY, 1990
A BIBLIOGRAPHY

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The Research and Practice
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NEW VIEWS OF LITERACY, 1990
A BIBLIOGRAPHY

Edited by David Barton.

Published by RaPAL, The Research and Practice in Adult Literacy Group.

FIRST EDITION JULY 1990.
FOR INTERNATIONAL LITERACY YEAR

ISBN No. 0 901272 795
RaPAL, Lancaster.

"In compiling any bibliography, there is one intrinsic purpose: focusing or stimulating a desire in a potential reader to learn more. If a bibliography does not fulfill this purpose, if it seems to be missing something or does not challenge those who read it, the motive to use it is undermined.

A bibliography then becomes useless, lost among other things in desk drawers.

In developing a bibliography, there are three categories of audience: the people it addresses, the authors cited, and other bibliographic writers in general. A bibliographic list cannot be compiled merely by haphazardly copying titles or through hearsay. Further, a bibliography shouldn't prescribe readings dogmatically; it should offer a challenge to those reading it. This challenge becomes more concrete as one begins studying the works cited, not merely reading superficially or simply scanning pages."

Paulo Freire, 1985 p.1-2

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Introduction

This bibliography has been produced by a group of us in RaPAL (the Research and Practice in Adult Literacy Group.) While producing the RaPAL Bulletin we have found that people often write in asking for references or even whole bibliographies. It is very hard to answer these individual enquiries. So, we have decided to produce a bibliography of references we have found useful on courses or in our individual work.

The bibliography focusses on adults, on learning, and on new definitions of literacy which are changing people's views of the nature and importance of reading and writing. Inevitably, it reflects our interests and biases - it highlights social aspects of literacy and critical views of literacy. The study of literacy is virtually unrecognizable when compared with the study of reading and writing only a decade ago and we hope we have captured something of this new world of literacy. The bibliography is selective and we have tried to include only items which people find significant and relevant. It is not intended to be a database which aims to include everything on a topic. Also, it is research oriented, and is not intended as a materials guide.

We refer to it as an *analytic bibliography*, as in the UNESCO Bibliography on Literacy in Industrialised Countries. It is organised into coherent sections with brief introductions and very short comments on some entries. The introductions and comments are not complete in this first edition. We intend to add to them gradually. We want the bibliography to be up-to-date and if people find it useful we hope to bring out new editions regularly.

Using the bibliography

People will have their own uses for this bibliography and will probably want to turn directly to sections which interest them. Where it seemed appropriate, we have indicated a book or article which is a good place to get started.

The way we have divided the subject up into sections and subsections may not seem obvious at first and there are many other ways that they could have been divided up. It is probably worth knowing some of the thinking behind this. Often the sections have come from particular courses or from particular interests of ours. Also, we have tried not to put an individual book or article in more than one section, even though most would fit in several places.

In general we have chosen for inclusion books and articles which are fairly easy to get hold of. This still means you need access to a library. Where the item is produced by a group or organisation, rather than a regular publisher, we have given the address in the resources section. The decison on what to include in fact varies a little from section to section. In sections like *learning difficulties* there is no shortage of easily available material; we restrict ourselves here to items which reflect our social and critical approach. Under *gender* it is much harder to find material and it is only gradually being published, so we have included some items even though they might be hard to get hold of.

There is no copyright on this bibliography. Please acknowledge it when using it. Please let us know if you make use of it when preparing courses.

Acknowledgements

Many people have contributed to the bibliography and the entries have come from different places. It has developed over several years. Many of the sections were begun in courses which have been taught for several years by David Barton at Lancaster University on the M.A. programme in Language Studies. Other sections have come from Mary Hamilton's courses on the M.A. in Education at Lancaster University. The overall shape of the bibliography has been discussed by the RaPAL working group and a substantial number of entries have been added by Mandy McMahon and Sally Murphy of the Bradford Literacy Group. Through the RaPAL Bulletin we have established a bibliography group of people interested in the development of the bibliography and we have included additions and comments from Shirley Cornes, Fie Van Dik, Heidi Jacobsen, Di Watson, Jane Mace, Joy Joseph, Gertrud Kamper and others. The final decisions were made by Mary Hamilton, Roz Ivanic and David Barton going through it page by page. The word processing was done by Carol Squire and the front cover by Sarah Padmore.

The subject of literacy is changing quickly, with new areas gaining in importance and new books, articles and dissertations appearing weekly. We therefore welcome additions and suggestions all the time. Whether you have one reference or a whole section please contact us.

Send comments, corrections and additions to:

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e mail: D.Barton@Lancaster

If possible send contributions in the same format as the entries in the bibliography: a full reference followed by a short comment.

Further copies can be ordered from RaPAL, Bolton Royd Centre, Manningham Lane, Bradford, BD8 7BB, England.

1. Approaches to Literacy

This section is concerned with the question "What is Literacy?" and contains books and articles exploring new definitions of literacy. It covers from skills to social context to critical literacy, Freire's view literacy in developed and developing countries.

De Castell, S. et al (eds.) 1986, ***Literacy, society and schooling,*** Cambridge University Press. (Chapters 1 and 2 are good introductions).

Freire, P. 1985. ***The Politics of education: Culture, power and liberation.*** Macmillan. (An accessible collection of articles. Chapter 2 is a good place to start.)

Giroux, T. H. 1983. ***Theory and resistance in education: A pedagogy for the opposition.*** Bergin & Garvey. (Densely written. Try the chapter on Critical Literacy.)

Hamilton, M. and Barton, D. (eds). 1985. ***Research and practice in adult literacy.*** Association for Recurrent Education. (second edition 1989) (Researchers and practitioners at a conference talking about literacy. Start with Chapter; "Literacy for what." and resources section of each chapter.)

Kazemek, F. E. 1988. ***Necessary Changes: professional involvement in adult literacy programs.*** Harvard Educational Review. (good recent review article - American).

Kintgen, E. R., Kroll, B. M. and Rose, M.(eds) 1988. ***Perspectives on literacy.*** Southern Illinois University Press. (Good general book of readings.)

Levine, K. 1985. ***The social context of literacy.*** Routledge and Kagan Paul. (For functional literacy see chapter 2 or Functional literacy: Fond illusions and false economies. ***Harvard Educational Review.*** 1982, 52:249-266.)

McCaffery, J. and Street, B. 1988. (eds.) ***Literacy Research in the U.K.: Adult and Child Perspectives.*** Rapal. (Papers from a recent conference, including links between adult and school literacy.)

Scribner, S. & Cole, M. 1980. ***The psychology of literacy.*** Harvard University Press. (especially early chapters. Cross cultural study introduces the idea of Literacy Practices. Very readable.)

Street, B. 1985. ***Literacy in theory and practice.*** Cambridge University Press. (Key theoretical book making the distinction between autonomous and ideological literacy.)

Wagner, D. (ed). 1987. ***The future of literacy in a changing world.*** Pergamon Press, (good book of readings: international perspective linking up adult literacy and child literacy).

Whiteman, M.F. (ed) 1981. ***Writing: The nature, development and teaching of written communication. Volume 1,*** Lawrence Erlbaum. (Book of readings, see especially articles by Scribner & Cole, Heath)

2. Research and practice

Different strands on linking research and practice including participatory research/teacher-learner researchers

Articles in the journal ***Convergence,*** especially issues 8(2) 1975 and 14(3) 1981.

Bell, G. H. 1985. Can schools develop knowledge of their practice? ***School Organisation*** 5(2) 175-184.

Bell, J. 1987. ***Doing your research project: A guide for first time researchers in education and social science.*** Open University Press. (Introductory handbook.)

Eichler, M. 1988. ***Nonsexist research methods***. Boston, Allen & Unwin.

Goswami, D. and Stillman. 1987. **Reclaiming *the classroom***. (lots of examples of teachers and learners doing research together in U.S. Schools and Colleges.)

Hall, B. Gillette, A. and Tandon, R (eds) 1982. ***Creating knowledge: A monopoly?*** Participatory Research in Development. New Delhi: Society for Participatory Research in Asia. (especially articles in the theory section).

Harvard Education Review. Special issue on teacher research. Vol. 56, No. 4, 1986. (Probably a good place to start especially article by Duckworth.)

Ivanic, R. and Baynham, M. (eds.) 1985. ***Research and practice in adult literacy: The London seminar.*** ILEA Language and Literacy Unit. Occasional Paper No.1. (An early collection of research and practice initiatives in adult basic education in the U.K.)

Lather, P. 1986. Research and Praxis. ***Harvard Education Review.*** Vol. 56. No. 3. (Brings together different theoretical strands of research and practice.)

Lobley, G. 1988. ***The second London conference on research and practice in adult literacy.*** ILEA language and literacy unit. Occasional Paper No. 4.

Mace, J. and Baynham, M. 1986. ***Doing research: a collection of papers on research and practice in adult literacy.*** Lee Community Education Centre, Goldsmiths' College. (Write-up of a course on research methods.)

Participatory Research Group. 1985. ***Research, education, action: An annotated bibliography on participatory research and popular education.*** Toronto. (Important and useful.)

Roberts, H. 1981. ***Doing feminist research.*** Routledge & Kegan Paul.

Rudduck, J. and Hopkins, D. (eds) 1985. ***Research as a basis for teaching: readings from the work of Lawrence Stenhouse.*** Heinneman Educational. (School based; good for ideas, straightforward.)

Schon, D. 1983. ***The reflective practitioner.*** Temple Smith. (About the nature of professional knowledge.)

See also:

Hamilton and Barton 1985 in Section 1.
McCaffery, J. and Street, B. 1988. in Section 1.
Edwards in Section 4.1.

3. Critical approaches to literacy

3. 1 Paulo Freire

Freire and similar theoretical approaches. Recently there has been renewed interest in the work of Freire and applying it in Britain and North America, where it is known as critical pedagogy.

Berggren,C. and Berggren, L. 1975. ***The literacy process: a practice in domestication or liberation.*** Writers and readers. (Short, clear, out-of-print.)

Bisseret, N. 1979. ***Education, class, language and ideology.*** Boston: Routledge Kegan and Paul.

Brown, C. 1975. ***Literacy in 30 hours: Paulo Freire's process in north east Brazil.*** Writers and Readers Cooperative. (This wonderful little book is now out of print but is reprinted in Shor (ed) 1987).

Freire, P. 1985. ***The politics of education: Culture, power and liberation.*** Macmillan. In the U.S. Bergin and Garvey. (Fairly accessible collection of articles by Freire.)

Freire, P and Macedo, D. 1987. ***Literacy: Reading the word and the world.*** RKP.

Shor, I. (ed) 1987. ***Freire for the classroom.*** Boynton/Cook Heinemann. (A book of readings, Wallerstein, N. Problem-posing education is a good place to start.)

Harvard Educational Review. 1981. Special Issue, Education as transformation: Identity, change and development. Vol 51, No.1 Feb?

Kidd, R and Kumar,K. 1981. Co-opting Freire. ***Economic and Political Weekly.*** January. 3-10, pages 27-36. (critical of using the methodology without the underlying philosophy.)

Kirkwood, G. and Kirkwood, C. 1989. ***Living Adult Eduction. Freire in Scotland.*** Open University Press. (describes an adult learning project in Edinburgh.)

Shor, I. 1980. ***Critical teaching and everyday life***. Boston MA: South End Press.

Shor. I. and Freire, P. 1987. ***A pedagogy for liberation.*** South Hadley. M.A. Bergin and Garvey. (A discussion between the two authors).

See also:

Brookfield in Section 4.1
Wallerstein and Auerbach & Wallerstein in Section 8.2.

3. 2 Critical theory

These are books on the application of critical theory to education.

Gibson, R. 1986. ***Critical theory and education.*** Hodder and Stoughton. (Eccentric but useful introduction to critical theory.)

Giroux, H. 1988. ***Teachers as intellectuals***. South Hadley MA: Bergin and Garvey.

Inglis, F. 1985. ***The management of ignorance: political theory and the curriculum.*** Blackwell.

Livingstone D. W. and contributors. 1987. ***Critical pedagogy and cultural power.*** Toronto: Garamond Press.

See also:

Giroux, H. 1983 in Section 1.

3. 3 Literacy and gender

There is no shortage of material on gender and education and on gender and literature. Until recently there was little specifically on literacy. Gradually more is being published on literacy and gender, and it constitutes a critical approach to literacy.

Aird, E. Marshall, M & Tallantyre, F. 1985. ***Breaking our silence***. Workers' Educational Association. (Series of 3 pamphlets on women learning autonomy.)

Bunch, C. 1963. Not by Degrees. In C. Bunch and S. Pollack (eds) ***Learning our way.*** The Crossing Press: New York. (Experiences of trying to teach in a feminist way.)

Canadian Woman Studies. 9(3/4) 1988. (Issue on women and literacy. Excellent and varied contents, very well produced. A good place to start.)

Horsman, J. 1988. ***Something in my mind besides the everyday: Il/literacy in the context of women's lives in Nova Scotia.*** Ed. Phil. disst. University of Toronto.

Jenkins, M. 1980. Women to Woman: speaking the common language. ***Women's Studies International Quarterly.*** Vol. 3 p.319-323.

Jones, D. 1980. Gossip: notes on Women's oral culture. ***Women's Studies Internation Quarterly.*** Vol. 3. p.193-198.

Mace, J. (ed). 1986. ***Speaking in a crowd: Women, research and adult education.*** Lee Centre, School of Adult & Community Studies, Goldsmiths' College. (Report of the experience of running an innovative women's course.)

McCaffery, J. 1985. Women in Adult Basic Education. In Hughes, M. and Kennedy, M. (eds) ***New futures: Changing women's education.*** Routledge Kegan and Paul.

Rockhill, K. 1987. Literacy as threat/desire: Longing to be Somebody. in J. S. Gaskill and A. T. McLaren (eds) ***Women and Education: A Canadian Perspective.*** Calgary: Deselig.

Rockhill, K. 1988. The other city... where no one reads... ***Canadian Woman Studies*** 9(3/4).

Rockhill, K. 1988. e-MAN-ci-patory Literacy. A review of ***Literacy: Reading the word and the world*** by Freire and Macedo. Canadian Woman Studies 9(3/4).

Rockhill, K. 1987. Gender, language and the politics of literacy ***British Journal of Sociology of Education.*** 8(2) (to appear in B. Street (ed). Discourse, Ideology and Context. Essays in the anthropology of literacy.)

Solity, J. 1985. ***Working class women's literacy and publishing.*** M.A. disst. Institute of Education, London University. (See also report in RaPAL.)

Spender, D. 1982. ***Invisible women.*** Writers and Readers Cooperative. (Now a classic on women's exclusion from education.)

<u>See also</u>:

Moss, 1987 in Section 6.3.

4. Adult Education

4. 1 Adults learning

There are many angles on this topic: for some people the ideas of Paulo Freire (Section 3.1) are an obvious starting point. "Androgogy", dealing specifically with people as adults is another starting point. Others will start from the idea of how self-image affects learning.

ALBSU/Morley College, London 1986. ***Learning for autonomy: guidelines for ESL and literacy groups in adult education***. ALBSU.

Boud, D. 1988. ***Developing student autonomy in learning.*** 2nd edition. Kogan Page. (focus on higher education but his analysis is useful).

Boud, D. & Griffin, V. (eds). 1987. ***Appreciating adults learning.*** Kogan Page.

Boud, D. Keogh, R. & Walker, D. (eds).1985. ***Reflection: Turning experiences into learning.*** Kogan Page.

Brookfield, S. 1983. ***Adult education, the learner and the community***. Open University Press. (Good bibliography. Other books by Brookfield are also useful. See also article in RaPAL Bulletin 10.)

Edwards, J. 1985. ***Study skills handbook: Learning together.*** Workers' Educational Association. (Clear and practical, including for example how to do a group discussion.)

Gibbs, G. 1981. ***Teaching students to learn: A student-centred approach.*** Milton Keynes: Open University Press. (Goes beyond treating study skills as a set of techniques. Practical activities and suggestions.)

Jarvis, P. 1983. ***Adult and continuing education: theory and practice.*** Croom Helm. (Open University set book, comprehensive textbook, terrible type-face.)

Jeffrey, J. and MaGinn, C. 1979. ***Who needs literacy provision.*** Adult Literacy Basic Guides. Macmillan Education. (Critical of original idea behind U.K. literacy.)

Jenkins, Less and Cheris Kramer. 1978. Small group process: Learning from women. ***Women's studies international quarterly.*** 5(2) 224-236.

Knowles, M. 1980. ***The modern practice of adult education: from pedagogy to andragogy.*** Follet Publishing Co.

Knowles, M. S. 1984. ***Andragogy in action.*** Jossey-Bass.

Mace, J. 1983. ***Working with words: Literacy beyond school.*** Writers and Readers Cooperative/Chameleon Books. (Very good for getting to think about what it is like to be a learner; about taking power over words.)

Martin, L. 1986. ***Helping adults learn: A theory of andragogy.*** Association for Recurrent Education.

Medway, P. 1980. ***Finding a language***. Writers and Readers Cooperative. (This is about autonomy and learning in schools.)

Nottingham Andragogy Group. 1983. ***Towards a development theory of andragogy.*** University of Nottingham.

Rogers, C. 1969. ***Freedom to learn.*** Columbus, Ohio: Charles E. Merrill. (Revised edition 1983; Brilliant classic. Foundation of counselling approaches.)

Rogers, J. ***Adults learning***. Open University Press 1977. (Another classic, short, readable.)

Thomson, J.(ed) 1980. ***Adult education for a change.*** London: Hutchinson. (Summary of radical approaches to adult education in Britain a decade ago.)

4. 2 Working in groups

Houston, G. 1987. ***The red book of groups and how to lead them better.*** Self published. (Groups as people.)

Jaques, D. 1984. ***Learning in groups***. Croom Helm. (Summary of group theory, text-bookish.)

Johnson, D. W. and Johnson F. P. 1982. ***Joining Together: Group Theory and Group Skills***. Prentice Hall.

Kilbarrack Women's Writing Group. 1983. ***If you can talk... you can write.*** Dublin Women's Community Press. (The book is the result of the efforts of a community writing group whose work had never been published before. Through their work 17 women record their views of everyday life.)

Lawrence, J. 1985. ***It used to be cheating.*** National Extension College. (unedited discussions between learners in various adult education groups.)

NFVLS/ALBSU 1983. ***Words and actions: sharing literacy skills in community groups.*** (Practical handbook on how to develop reading and writing in community groups.)

Salow, A. and Evans, M. 1983. ***Working with groups.*** Health Education Council.

<u>See also</u>:

Jeffs, M. 1982 in Section 5.1.

5. Popular education, popular culture

5. 1 Popular education/ community development

Popular education is education people organise for themselves usually in non-formal settings. Popular culture is accessible and reflects people's everyday concerns and interests and celebrations. Both involve making use of media critically for our own purposes. We have linked those traditions which all lead to social action: people organising to get what they want, rather than what others think is good for them.

Clark, M. 1978. Meeting the needs of the adult learner: Using nonformal education for social action. ***Convergence*** 11:3-4

Spender, D. 1980. Learning to create our own knowledge. ***Convergence.*** 13: 1-2.

ALBSU. ***Special Development Project Reports*** (various)

Arnold, R. and Burke, B. 1983. ***A Popular education handbook.*** Toronto. Available from Participatory Research Group. (A practical handbook on how to do popular education.)

Coover, V. et al. 1978. ***Resource manual for a living revolution.*** Movement for a New Society, Philadelphia.

Jeffs, M. 1982. ***Manual for action.*** Action Resources Group. (Good for ideas.)

Lovett, T. Clarke, C. and Kilmurray, A. 1983. ***Adult education and community action.*** Croom Helm. (Intelligible history on why bother in Northern Ireland plus case studies.)

See also:

Kirkwood, G. & Kirkwood, C. 1989 in Section 3.1.
Progressive Literacy Group, 1984 in Section 8.4.

5. 2 Popular culture/writing and community publishing

Fitzpatrick, S. 1990. ***Working around words.*** A report of editorial work with two Gatehouse books. Manchester: Gatehouse Project.

Gregory, G. 1990 Community publishing as self-education. In Barton, D. and Ivanic, R. (eds.) ***Writing in the community.*** Sage.

Hall, S. et al (eds.) 1980. ***Culture, media and language.*** London, Hutchinson.

Hoyles, M. (ed.) 1977. ***The politics of literacy.*** London, Writers and Readers.

Morley, D. and Worpole, K.(eds.) 1982. ***The republic of letters.*** Comedia. (About the politics of community publishing.)

Olson, T. 1980. ***Silences.*** Virago. (Documenting what has stopped women from writing through the ages.)

Russ, J. 1983. ***How to suppress women's writing.*** Austin, Texas: University of Texas Press.

See also:

Schwab & Stone, 1987 in Section 6.3.

5. 3 Media and literacy: Analysing images

There's now a lot on analysing the media: Here are a few references.

Boyd-Barrett, O. and Braham, P. (eds). 1987. ***Media, Knowledge and Power.*** Croom Helm.

Brookfield, S. 1986. Media power and the development of media literacy: An adult educational interpretation. ***Harvard Educational Review.*** 56(2).

Dimbleby, R. & Burton, G. 1985. ***More than words: An introduction to communication.*** Metheun. (an introductory textbook on communication studies, and contains good reading lists.)

Fiske, J. & Hartley, J. 1978. ***Reading television.*** Methuen. (on how we make sense of television.)

Gurevitch, M. Bennett, T. Curran, J. and Wollacott, J. (eds) 1982. ***Culture, society and the media.*** London, Methuen. (especially the article by Hall).

Maclean, E. 1981. ***Between the lines: How to detect bias and propaganda in the news and everyday life.*** Black Rose Books.

5. 4 Literacy and other communication technologies

The role of new technology and issues of 'computer literacy' are part of the future. Most important is to think of print literacy as one among many different means of communicating, and one whose role may be changing. How? and Why?

ALBSU "Viewpoints" article on the use of micro computers in ABE.

Chandler, D. (ed). 1985. ***Computers and Literacy.*** Open University Press.

Cherry, C. 1978. ***World communication: Threat or promise: A socio-technical approach.*** John Wiley and Sons.

Hills, P. 1980. ***The future of the printed word.*** Open University Press.

Kolich, E. M. 1985. Microcomputer technology with the learning disabled: A review of the literature. ***Journal of Learning Disabilities.*** Vol. 18. No. 7. (Aug/Sept.)

Larson, B. L. and Roberts, B. B. 1986. The computer as a catalyst for mutual support and empowerment among learning disabled students. ***Journal of Learning Disabilities.*** Vol. 19, No. 1.

Provenzo, E.F. 1986. ***Beyond the gutenberg galaxy.*** New York: Teachers College Press.

Rosegrant, T. 1985. Using the microcomputer as a tool for learning to read and write. ***Journal of Learning Disabilities.*** Vol. 18, No.2.

UNESCO. 1980. ***Many voices, one world: Communication and society today and tomorrow.***

6. Educational practice

6. 1 Reading and writing.

We have not included much on reading. There is a great deal on children learning to read as a skill, which is commonly available. However, there is very little on adults and on social aspects.

On writing, ***Opening Time*** and ***Conversations with Strangers*** are two writing packs which combine practice with a clear understanding of the nature of writing.

Clark, R. & Ivanic, R. 1990. Consciousness-raising about the writing process. In C. James & P. Garrett (eds.) ***Language awareness in the classroom.*** London: Longman.

Freedman, A. Pringle,I & Yalden, J. (eds). 1979. ***Learning to write: First language/Second language.*** Longman.

Frost, G and Hoy, C. 1985. ***Opening time.*** Gatehouse Project

Gardener, S. 1985. ***The development of written language within adult fresh start and return to learning programmes.*** ILEA Language and Literacy Unit. Occasional paper No. 2.

Gardener, S. 1986. ***Conversations with strangers.*** ALBSU (includes long bibliography)

Gardener, S. 1990. Learning to write as an adult. In Barton, D. and Ivanic, R. (eds). ***Writing in the community.*** Sage.

Ivanic, R. and Moss W. 1990. From writing in the community to the critical teaching of writing. In Barton, D. and Ivanic R. (eds) ***Writing in the community.*** Sage.

McDermott, R. P. 1977. The cultural context of learning to read. From Issues in Evaluating Reading. Ed. S. F. Wanat In ***Linguistics and reading.*** Center for Applied Linguistics, Washington, D.C.

Meek, M. et al. 1983. ***Achieving literacy.*** Routledge & Kegan Paul. (Teachers own documentation of their work with adolescent learners.)

Moss, W. 1986. ***From conversation to composition: Language experience writing in adult basic education.*** M.A. disst. Lancaster Univ.

Norris, M. 1984. ***Wood, Words and numbers.*** London, Lee Centre. (A report on a two year linked skills project.)

Shaunessy, M. 1977. ***Errors and expectations.*** Oxford University Press. (Why writing is difficult for adults entering higher education without formal qualifications.)

Smith, F. 1978. ***Reading***. Cambridge University Press.

Smith F. 1982. ***Writing and the Writer.*** Heinemann. (Although not specifically adult-oriented, many practitioners seem to find Frank Smith's books on reading relevant and useful.)

Waterland, L. 1988. ***Read with me: An apprenticeship approach to reading.*** Thimble Press, second edition. (This is about children learning to read in Primary schools without reading schemes. A short introduction to the theory and the practice.)

6. 2 Critical issues in evaluation

This section looks at issues of evaluation in basic skills and at some of the innovatory approaches that have been used with adults.

Charnley, A. and Jones, A. 1981. ***The concept of success in adult literacy.*** ALBSU. (A piece of descriptive research.)

Edwards, J. 1986. ***Working class adult education in Liverpool: A radical approach.*** Manchester Monographs, University of Manchester.

Good, M. and Holmes, J. 1976. ***How's it going.*** ALBSU. (Short and thoughtful, the basis for a whole decade of self-assessment in ABE.)

Hill, C. and Parry, K. 1989. Autonomous and pragmatic models of literacy. Reading Assessment in Adult Education. ***Linguistics and Education.*** 1(3) 233-284. (Good contemporary rethink.)

Jones, S. 1989. Tests for adult basic education and adult literacy. In Taylor, M. and Draper, J. (eds). ***Adult Literacy Perspectives.*** Toronto: Culture Concepts. (Explains basic concepts of testing).

Lytle, S. et al. 1986. ***Literacy theory in practice: assessing reading and writing of low-literate adults.*** Paper presented at the annual meeting of American Education Research Association, San Francisco.

Parlett, M. and Hamilton, D. 1972. ***Evaluation as illumination: A new approach to the study of innovatory programs.*** Centre for Research in the Educational Sciences, University of Edinburgh, Occasional Paper No.9.

Patten, M.Q. 1980. ***Qualitative evaluation methods.*** Sage.

Rudduck, R. 1981. ***Principles of evaluation.*** Manchester Monographs 18.

Smith, F. 1986. ***Insult to intelligence.*** Heinemann (clear critique of testing.)

Walker, R. and Adelman, C. 1984. ***The politics and ethics of evaluation.*** St. Martins Press.

6. 3 Access Issues.

An important area for workers in adult basic education is being responsive to a wide variety of potential learners.

ALBSU 1985. Special Needs. ***Viewpoints.*** Issue 2 (includes articles on working with visually and hearing impaired adults, the mentally ill, physically disabled and others. ALBSU also produces pamphlets on each of these topics.)

ALBSU. 1987. Basic education and unemployment. ***Viewpoints.*** Issue 6.

Bartholomae, D. 1984. Inventing the university. In M. Rose (ed.) ***When a writer can't write.*** New York: Guilford Press.

Further Education Unit has several publications, on Special Needs.

Ivanic, R. and Roach. Academic writing, power and disguise. In N. Fairclough et al (eds.) ***Language and Power*** - Proceedings the BAAL Conference CILT.

Kirkwood, C. and Griffiths, S. 1984. ***Adult education and the unemployed.*** Workers' Educational Association.

Lowenstein, A. 1983. Teaching writing in prison. In Bunch, C. and Pollack, S. (eds) ***Learning our way: Essays in feminist education.*** The Crossing Press, New York,

Moss, W. 1987. ***Breaking the barriers.*** Access to learning for adults, The north London Open College Network. (Eight case studies of women returning to learning).

Schwab, I. and Stone, J. 1987. ***Language, writing and publishing.*** ILEA Afro-Caribbean Language and Literacy Project Report. (Making student writing visible and detailed discussion of which language variety to use in writing.)

6. 4 Learning Difficulties

There are general learning difficulties and there are specific difficulties people have with reading and writing. If we use the term 'dyslexia' what does this imply about the source of people' difficulties? Is the label "dyslexic" helpful or a hindrance to learners? What are alternative explanations?

Gipps, C., Gross, H. and Goldstein, H. 1987. ***Warnock's eighteen percent: Children with special needs in primary schools.*** Falmer Press. (Res study looking at effects of special education.)

Hamilton, M. 1989. ***Learning for life: experience and needs of young adults with moderate learning difficulties.*** Rathbone Society.

Herrington, M. 1989. The Leicestershire Dyslexia Study Group: A student. Centred research group. ***Rapal Bulletin 8.***

Lobley, G. and Millar, R. 1987. I think I'm dyslexic. ***RaPAL Bulletin No. 3.***

Singleton, C.H. 1987. Dyslexia and cognitive models of reading in ***Support for learning.*** 2(2):47-56. (More technical, reviews the literature on dyslexia, and has a useful bibliography if you want to go into the topic further.)

Warnock, H.M. 1978. ***Special educational needs.*** H.M.S.O. (general background on special needs in a school context)

Young, P. and Tyre, C. 1983. ***Dyslexia or Illiteracy***. Open University Press. (the best place to begin and includes a useful review of current theories about how people learn to read and write.)

6. 5 Numeracy

How far is numeracy a separate area altogether from literacy? Are there overlaps in the skills involved? Are there similar issues surrounding numeracy and literacy in adult basic education? There is not yet a good book on adult numeracy but if you piece these references together, a picture emerges.

Buxton, L. 1981. ***Do you panic about maths?*** Heinemann. (Details of work with a group of adults, exploring and attemping to overcome the special anxieties often attached to maths.)

Carraher, T. N. Carraher, D. W. and Scliemann, D. 1985. Mathematics in the streets and in the schools. ***British Journal of Developmental Psychology.*** 3:21-29.

Evans, J. 1989. The politics of numeracy. In Ernest, P. (ed.) ***Mathematics teaching: the state of the art.*** Falmer Press.

Harvey, Kerslake, Shuard & Torbe. 1982. ***Mathematics - No. 6 in Language Teaching & Learning series.*** Ward Lock. (Various aspects of maths language - very useful).

Penny, R. 1984. Numeracy as a communication and coping skill in ALBSU. ***Viewpoints*** 1. (Describes work of the Numeracy Lift Off Project. See also the other articles in this issue of Viewpoints.)

Rees, Ruth & Barr, G. 1984. ***Diagnosis and prescription: Some common maths problems.*** Harper. (Detailed research findings and diagnostic approach to sorting out some key concepts in numeracy development. Especially strong on place value.
This group at Brunel have done major numeracy projects - investigating at different levels, developing City & Guilds Syllabuses, etc.).

Sewell, B. 1985. ***Use of mathematics by adults in daily life.*** ACACE. (Details of the research done with adults in association with the Cockcroft Report on maths in schools. (HMSO 1982). Very interesting, and casts much light on adult numeracy needs, ability and attitudes.)

Skemp, R. 1986. ***The Psychology of Learning Mathematics.*** Penguin. (Useful theory for numeracy tutors.)

Withnall, A. Osborn, M. and Charnley, A. 1984. Review of existing research in adult and continuing education. Vol.VII. ***Numeracy and Mathematics for Adults.*** National
Association for Adult and Continuing Education.

Tomlin, A. (ed). ***The numbers game - Issues in adult numeracy work.*** Hammersmith & Fulham Council for racial equality 1985. (Not so much research as opinion - often radical and thought-provoking - useful in a what-are-we-doing-and-why context.)

Walkerdine, V. 1989. ***Counting Girls Out.*** Virago. (The Girls & Mathematics Unit, Institute of Education). A look at the myths surrounding "research" into the maths/gender issue).

Wolf, A. 1984. ***Practical maths at work: Learning through YTS.*** Research & Development Paper No. 21. (Available from The Training Agency.)

7. Programmes and organisation

7. 1 Management

People are confronted more and more with issues of management. It is important to reflect on different approaches and develop a model appropriate to basic education.

Adirondack, S. M. 1989. ***Just about managing: a guide to effective management for voluntary organisations and community groups.*** London Voluntary Service Council.

Foster, P. 1988. The management of essential adult learning. in McCaffery, S & Street, B. (eds). ***Literacy Research in the U.K. Adult & School Perspectives.*** Rapal.

Lusthaus, C. and Adrien, M. H. 1989. Issues in management of literacy programs. ***Rapal Bulletin No. 10.*** p 4-11. (and response by J. Clissold in Rapal Bulletin 11.)

McMahon, A. D. 1988. The job of managing in adult education: A qualitative approach to studying teams in action. In Zukas, M. (ed). ***Transatlantic dialogue: A research exchange***. University of Leeds.

McMahon, M. 1988. Research report: managing adult education. ***RaPAL Bulletin***. No. 6.

Mintzberg, H. 1983. ***Structure in Fives.*** Prentice-Hall. (How different kinds of organisations change, which is basic to understanding how small units like those mounting ABE can survive in bureaucratised organisations.)

Schwartzman, H. B. 1986. "Research on work group effectiveness: an anthropoligical critique" In Goodman, P. S. and Associates ***Designing effective work groups.*** Jossey-Bass. (Goodman's book is an interesting survey; Schwartzman puts all effectiveness approaches to bed very nicely by suggesting staying closer to what people do and the patterns that makes.)

Stewart, R. 1982. ***Choices for the manager***. McGraw-Hill. (Stewart studied the NHS management teams and came out with interesting ways to think about managing in a British context. Sort of a British Mintzberg.)

7. 2 Funding

Drake, K. 1983. ***Financing Adult Education and Training.*** Manchester Monographs 21.

8. Language issues

8. 1 Issues of language variety and identity

variation, language choice, spoken and written language

Afro-Caribbean Language and Literacy Project, ***My personal language history.*** London: New Beacon Books.

Central Manchester Caribbean English Project materials, ***Versions,*** etc.

Ivanic, R and Barton, D. 1988. The role of language study in adult literacy, in McCaffery, J and Street, B. (eds). ***Literacy Research in the U.K. Adult and School Perspectives.*** Page Nos. 90-104.

Ogbu, J.U. 1987. Opportunity structure, cultural boundaries and literacy. In J. Langer (ed.) ***Language, Literacy and Culture.*** Ablex. (A critique of minority schooling; also relevant to adult situations.)

Schwab, I. 1990. ***Language and power.*** ILEA Language and Literacy Project.

Spender, D. 1980. ***Man made language.*** Routledge Kegan and Paul.

Stubbs, M. 1980. ***Language and literacy: The sociolinguistics of reading and writing.*** London, Routledge and Kegan Paul.

Tannen, D. 1982. ***Spoken and written language: Exploring orality and literacy.*** Ablex.

ILEA Afro-Caribbean Language and Literacy Project Reports and Video.

Wilson, A. 1978. ***Finding a voice: Asian women in Britain.*** Virago.

See also:

Schwab and Stone, Section 6.3.

8. 2 Bilingual literacy

Second language literacy, bilingual literacy

ALBSU 1985. Literacy and second language speakers of English. ***Viewpoints.*** Issue 3.

ALBSU. 1985. ***Literacy work with bilingual students.***

Auerbach, E. R. and Wallerstein, N. 1987. ***ESL for action: Problem posing at work.*** Addison-Wesley.

Baynham, M. 1988. Literate, biliterate, multiliterate? Some issues for literacy research. In Street, B. and McCaffery, J. ***Literacy Research in the U.K. Adult and School Perspectives.*** p 51-63.

Burnaby, B.(ed) 1985. ***Promoting native writing systems in Canada.*** Toronto OISE Press.

Dalphinis, M. 1988. Bilingualism, dialect and equal opportunities in educating. ***Language issues.*** Vol. 2. No. 1.

Henson, J.E. 1982. Pedagogy and politics in native literacy projects: The case of the native adult learning group. ***Canadian Journal of Native Studies.*** 2(1):72-89.

Hornberger, N. H. 1988. ***Becoming biliterate: what do we know?*** Ms. Graduate School of Education: University of Pennsylvania.

Klassen, C. 1990. Bilingual literacy: the adult immigrant's account. in Barton, D and Ivanic, R. (eds) ***Writing in the Community.*** Sage.

Wallace, C. 1986. ***Learning to read in a multicultural society.*** Pergamon.

Wallerstein, N. 1983. ***Cultures in conflict.*** Addison Wesley.

Weinstein, G. 1984. Literacy and second language acquisition: Issues and perspectives. ***TESOL Quarterly.*** 18(3).

8. 3 Visual literacy

including layout, design

Fugelsang, A. 1982. ***About understanding.*** Dag Hammarskjold Foundation.

Chapman, M. 1986. ***Plain figures.*** (on layout of forms, parallel to ***Plain words***) HMSO.

Swann, C. 1986. ***Visual literacy.*** M.A. Disst., Lancaster.

Wright, P. 1980. various including The design of official information, I, II in P. Hills ***The future of the printed word.*** Open University Press.

Zimmer A. and Zimmer, F. 1978. ***Visual literacy in communication: designing for development.*** International Institute for Adult Literacy Methods.

8. 4 Readability

Simplifying language, materials design, readability, plain English, popular English, Whose language???

Catano, J. W. and M. J. Breen. 1987. ***Developing health teaching materials that people can read.*** (has good coverage of readability formulae)

Cutts, M. and Maher, C. 1981. ***Writing plain English.*** Plain English Campaign. (see also interview in Rapal Bulletin no. 4 and response from Pat Wright in Rapal Bulletin no. 5)

Frohlich, D. 1986. ***On the organization of form-filling behaviour.*** Information Design Journal. 5:1. p.43-59.

Harrison, C. 1980. ***Readability in the classroom.*** Cambridge University Press.

Harrison, C. 1986. Text research and readability. in A. Cashdan, ***Literacy.*** Blackwell.

Moss, W. 1987. The plain English campaign: an interview. ***Rapal Bulletin No. 4.***

Perera, K. 1982. The assessment of linguistic difficulty in reading materials. in R. Carter, ***Linguistics and the teacher.*** RKP.

Progressive Literacy Group. 1986. ***Writing on our side.*** Vancouver. (on Popular English)

Wallace, C. 1987. The representation of spoken language in early reading books: Problems for L2 learner readers. in T. Bloor & J. Norrish (eds.), ***Written language.*** Centre for Information Language Teaching and Research.

Wright, P. 1981. Is legal jargon a restrictive practice? In S. Lloyd-Bostock (ed.) ***Psychology in legal contexts.*** Macmillan. (One of many useful articles by Pat Wright.)

9. Uses and contexts: home school and work

A theme which runs through the whole bibliography is that literacy is not the same in every context. This section elaborates this view. We see family, school and workplace as three domains where literacy has distinctive uses.

9. 1 Uses of literacy

Barton, D. and Padmore, S. 1990. Roles, networks and values in everyday writing. In Barton, D. and Ivanic, R. (eds) ***Writing in the community.*** Sage.

Fingeret, A. 1983. Social network: A new perspective on independence and illterate adults. ***Adult Education Quarterly.*** 33(3):133-146.(Spring).

Fishman, A. 1990. Because this is who we are: writing in the Amish community. In Barton, D. and Ivanic, R. (eds) ***Writing in the Community.*** Sage.

Graff, H. (ed) 1981. ***Literacy and social development in the west.*** London: Cambridge University Press.

Heath, S. B. 1980. The functions and uses of literacy. ***Journal of Communication.*** 30:1.

Heath, S. B. 1983. ***Ways with words.*** Cambridge University Press.

Klassen, C. 1987. ***Language and literacy learning: the adult immigrants account.*** Masters Thesis, OISE. (see also the Klassen reference under the bilingual literacy section.)

Levine, K. 1985. ***The social context of reading and writing.*** Routledge Kegan & Paul.

Reder, S. M. 1987. Comparative aspects of functional literacy development: three ethnic American communities. In Wagner, D (ed). ***The future of literacy in a changing world.*** Pergamon Press.

Schieffelin, B.B. and Gilmore, P. (eds) 1986. ***The acquisition of literacy: Ethnographic perspectives.*** Norwood, NJ: Ablex. (especially article by Smith)

Scribner, S. and Cole, M. 1980. ***The psychology of literacy.*** Harvard University Press. (especially early chapters)

Street, B. 1985. ***Literacy in theory and practice.*** Cambridge University Press.

Whiteman, M.F. (ed) 1981. ***Writing: The nature, development and teaching of written communication.*** Volume 1. Lawrence Erlbaum. (espec. articles by Scribner & Cole, Heath)

9. 2 Family literacy

Trying to explore what reading and writing goes on in family contexts. It is not about integrating parents into school practices but finding out just what goes on in households.

A bibliography on Family Literacy. Family Literacy Project, Boston. (very thorough annotated bibliography.)

Auerbach, E. R. 1989. ***Toward a social-cortextual approach to family literacy.*** Harvard Educational Review. 59:2, 165-181.

Goelman, H. Oberg, A. and Smith, F. (eds) 1984. ***Awakening to literacy.*** Heinemann Educational (especially chs.7,9,11)

Hall, N. 1987. ***Emergent literacy.*** Edward Arnold. (Short, readable on children at home.)

Teale, W. H. and Sulzby, E. (eds). 1985. ***Emergent Literacy.*** Norwood, N. J. Ablex.

Varenne, H. and McDermott, R.P. 1986. "Why" Sheila can read: structure and indeterminacy in the reproduction of familial literacy. In Schiefflin,B. and Gilmore,P. (eds): ***The acquisition of literacy: Ethnographic perspectives.*** Norwood, N.J. Ablex. 1986. pp 188-210.

See also:

Articles in Wagner, 1987. Section 1.

9. 3 School and adult links

What do schools do? Teaching methods and special help. Current views on English in schools, and the move from school to adulthood.

The English magazine is useful for keeping up-to-date on rapid changes in language and literacy in schools in Britain. (address below)

Booker, J. 1987. The Core Curriculum - "What core, whose curriculum?" ALBSU. ***Viewpoints.*** Issue No.7.

Bullock Report. 1975. ***A language for life.*** HMSO. (good discussion of what literacy should be achieving in schools).

Hamilton, M. and Ivanic, R. 1990. Literacy beyond schooling. In Wray, D. (ed.) ***Emerging partnerships: current research in language and literacy.*** British Educational Research Association.

Kohl, H. 1974. ***Reading, how to***. Harmondsworth. (An old reference which says more clearly than a lot of more recent attempts, how children who can't read in school can do a lot of things outside school.)

Rosen, H. 1982. ***The language monitors: A critique of the A.P.U.'s primary survey report, language performance in schools.*** Bedford Way Papers, University of London.

Street, B. and Street, J. 1990. The schooling of homes. In Barton, D and Ivanic, R. ***Writing in the Community.*** Sage.

9. 4 Literacy and the workplace

Diehl, W. A. and Mikulecky, L. 1984. ***The nature of reading at work.*** in Kintgen, E. R, Kroll, B. M. and Rose, M. (eds) ***Perspectives on literacy.*** Southern Illinois University Press.

Hutson, B. 1987. Literacy at school and literacy at work. In Bloome, D. ***Literacy and schools.*** Ablex.

Levine, K. 1985. ***The social context of reading and writing.*** Routledge Kegan & Paul. Chapter 5.

Mace, J. and Yarnit, M. 1987. ***Time off to learn: Paid educational leave, and low paid workers.*** Methuen.

Odell, L. and Goswami, D. 1986. ***Writing in non-academic settings.*** (Mainly about the way people write in various work settings.)

Scribner, S. 1984. Studying working intelligence. In Rogoff, B. and Lave, J. (eds) ***Everyday cognition: Its development in social context,*** p 9-40. Cambridge, MA: Harvard University Press.

10. Literacy in Industrialised countries

We don't want to repeat what can be found in UNESCO's thorough bibliography, and we have only provided short sections on selected countries.

Giere, U. 1987. ***An analytic bibliography of literacy in industrialised countries.*** UNESCO (comprehensive)

Kamper, G. 1990. Survey of the international state of research concerning adult literacy in industrialised countries. MS. (Comprehensive, write to her for details. See address section.)

10. 1 Literacy in Britain

Renewed interest in industrialised countries in literacy and the discovery that significant proportions of people who have been through the educational system are not satisfied with their levels of literacy.

ACACE: 1979. A strategy for the basic education of adults. (this is a government report)

ALBSU Viewpoints, Issue 1 ***Literacy for What?***

ALBSU 1985. ***Adult literacy: The first decade.*** (and the many other publications of ALBSU, including Newsletter, Viewpoints, Special Development Projects Reports).

Hamilton, M. 1987. ***Literacy, numeracy and adults: Evidence from the national child development study.*** ALBSU.

Lee Centre. ***Reports.*** (various)

Mace, J. 1979. ***Working with words.*** Chameleon Books. Writers and Readers Cooperative.

Rodgers, B. 1984. The Trend of Reading Standards Reassessed. ***Educational Research*** 26

See also:

Hamilton, M. and Barton, D. 1985. (Second edition 1989 has some updates.) in Section 1.

McCaffery and Street. 1988 in Section 1.

10. 2 United States

Harman, D and Hunter, C. 1979. ***Adult illiteracy in the United States.*** McGraw Hill.

Kirsch, I. and Jungeblut, A. 1986. ***Literacy: Profiles of America's Young Adults.*** National Assessment of Educational Progress (NAEP) Educational Testing Service Report No. 16-PL-02. USA.

Kozol, J. 1985. ***Illiterate America.*** Plume. (a readable journalistic account.)

Shor, I. 1986. ***Culture wars: School and society in the conservative restoration. 1969-1984.*** Routledge Kegan & Paul.

10. 3 Canada

Alden, H. 1982. ***Illiteracy and poverty in Canada: Toward a critical perspective.*** Unpublished Masters Dissertation, University of Toronto.

Graff, H. 1979. ***The literacy myth: Literacy and social structure in the nineteenth century city*** Academic Press. (historical perspective from Canada, good on supposed connections with criminality, employment etc).

Taylor, M. & Draper, J. (eds). 1989. ***Adult Literacy Perspectives.*** Cultural Concepts. Inc.

Thomas, A. 1983. ***Adult illiteracy in Canada: A challenge*** UNESCO/CODE.

The Southam literacy survey: Literacy in Canada, a research report. 1987. Southam News, Ottawa, Canada.

10. 4 Australia

Grant, A. 1987. ***Opportunity to do Brilliantly.*** Canberra: Australian Government Publishing Service. (Good contemporary overview.)

Wickert, R. 1989. ***No single measure;*** a survey of Australian Adult Literacy. Sydney College of Advanced Education. (Research report.)

11. Literacy in developing countries

A thorough coverage of this is beyond the scope of this bibliography. UNESCO is about to publish a bibliography on literacy in developing countries. Here are a few suggestions covering issues such as language choice, the political context, literacy and adult education, limited resources, literacy and development

Adult Education and Development. Special Issue on Literacy. September 1988. No. 31.

Arnove,R. F. and Graff, H. 1987. ***National literacy campaigns: historical and comparative perspectives.*** Plenum. (Good up-to-date readings.)

Bhola, H. 1984. ***Campaigning for literacy.*** UNESCO.

Convergence is the best general journal covering international literacy developments. Vol. 23:1. 1990 is devoted to literacy.

Couvert, R. 1979. ***The evaluation of literacy programmes: a practical guide.*** UNESCO.

Miller, V. 1985. ***Between struggle and hope: The Nicaraguan literacy crusade.*** Westview Press.

Miller, V. and Cardenal, E. 1981. Nicaragua 1980: The war of the ABC's. ***Harvard Educational Review.*** 51:1-26.

Prospects. 19(4) 1989 is devoted to literacy and education over the next decade. Vol.12(2). 1982 is devoted to literacy campaigns.

UNESCO. 1973. ***The experimental world literacy campaign: A critical assessment.*** (and other UNESCO publications, reports and bulletins, many of which are available free of charge.)

<u>See also</u>:

Freire, P. 1985 in Section 1.

Street, B. 1985 in Section 1 (Chapter on UNESCO.)

12. Historical and cultural comparisons

Most of the comparisons in Section 9 are concerned with different literacies within one culture: here we explore other places and other times.

12. 1 History of literacy

Barton, D. and Hamilton, M. Social and cognitive factors in the development of writing. to appear in A. Lock and C. Peters ***Handbook of human symbolic evolution.*** Oxford University Press. (A short overview.)

Gaur, A. 1984. ***A history of writing.*** The British Library.
(A good general book, well illustrated.)

Graff, H. (ed) 1981. ***Literacy and social development in the west.*** Cambridge University Press. (especially his introduction.)

Graff, H. 1979. ***The literacy myth: Literacy and social structure in the nineteenth century city.*** Academic Press. (also Interchange 17, 1987 and a new book ***The Legacies of Literacy***)

Pugh, T. 1986. ***Literacy and the print media.*** Open University (Course EH207 Unit 22. Useful Open University course material.)

Swindells. J. 1985. ***Victorian writing and working women: The other side of silence.*** Cambridge Polity Press.

12. 2 Literacy with and without Schooling

If we want to understand literacy today, the recent history of compulsory schooling provides an important background.

Barton, D. 1988. Exploring the historical basis of contemporary literacy. ***Quarterly newsletter of the laboratory of comparative human cognition.*** 10(3):70-76.

De Castell, S. Luke, A. and Egan, K. 1986. ***Literacy, society and schooling.*** Cambridge University Press. chapter 5.

Dobson, J. L. 1986. The assessment and significance of popular literacy in England and Wales since 1840. In Pugh, A. K and Volkmar, C. ***Aspects of adult literacy.*** Goethe Institute.

Howard, U. Self, education and writing in 19th century English communities. ***Writing in the community.*** Sage.

Stone, L. Literacy and education in England 1640-1900. ***Past and present.*** 42. p.69-139.

Thompson, E.P. 1974. ***The making of the English working class*** Penguin.

12. 3 Analysing textbooks

De Castell, S. Luke, A. and Egan, K. (eds). 1986. ***Literacy, society and schooling.*** Cambridge University Press. (Chapter 6).

Luke, A. 1988. ***Literacy, textbooks, ideology.*** Falmer Press.

12. 4 Literacy and thought

An area where standard views need to be challenged. Start with recent overviews such as Cole & Nicolopoulou and Street & Besnier.

Cole, M. and Nicolopoulou, A. 1989. ***The intellectual consequences of literacy.*** Encyclopedia of Linguistics.

Goody, J. and Watt, I. P. 1963. The consequences of literacy. ***Comparative studies in society and history*** 5:304-45. Reprinted in Goody, J. (ed) 1968. Literacy in Traditional Societies. Cambridge University Press.

Goody, J. 1987. ***The interface between the written and the oral.*** Cambridge University Press.

Olson, D. Torrance, N. and Hildyard, A. (eds).1985. ***Literacy, language and learning***. Cambridge University Press. (general book of readings. See Olson's introduction).

Scribner and Cole. Unpackaging literacy. In Kintgen, E. R. Kroll, B. M. and Rose, M. (eds). 1988. ***Perspectives on literacy.*** Southern Illinois University Press. (and published elsewhere. Good article to start with.)

Silveira, J. 1980. Generic masculine words and thinking. ***Women's International Studies Quarterly.*** 3(213) 165-178.

Street, B. and Besnier, N. 1990. Literacy. In T. Ingold (ed.) ***Encyclopedia of Anthropology.*** Routledge & Kegan Paul, to appear.

See also:

Scribner and Cole. 1980. ***The Psychology of literacy.*** Harvard University Press. Section 1.

13. Resources

13. 1 Journals, Newsletters and other Addresses

ACACE - see NIACE

Access to Learning for Adults, The North London Open College Network, The Marlborough Building, 383, Holloway Road, London, N7 0RN.

Action Resources Group, 13, Mornington Grove, London, E3 4NS.

Adult Literacy and Basic Skills Unit, ALBSU. Kingsbourne House, 229/231, High Holborn, London, WC1V 7DA.

Association for Recurrent Education (ARE).The Centre for Research into the Education of Adults. Cherry Tree Buildings, Nottingham University, Nottingham.

Canadian Woman Studies, 212, Founders College, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3.

Centre for Information of Language Teaching and Research. (CILTR), Regent's College, Inner Circle, Regent's Park, London, NW1.

Culture Concepts Inc. 5, Darlingbrook Crescent, Toronto, Canada M9A 3H4.

Deutscher Volkschochschul-verband, (DVV) Fachstelle fur Internationale Zusammenarbeit, Rheinallee 1, D-5300 Bonn 2, FDR. (Publishes Adult Education and Development).

Document Design Center, 1055 Thomas Jefferson Street, Washington DC 20007 USA.

The English and Media Centre, (formerly the ILEA English Centre) Sutherland Street, London, SW1V 4LH. (Publishes The English Magazine.)

Family Literacy Project. Write c/o, Elsa Auerbach, Department of English, University of Massachusetts, Boston, MA 02125, U.S.A.

Further Education Unit, 2, Orange Street, London, WC2H 7WE.

Gatehouse Project (Community Publishers), St. Lukes, Sawley Road, Miles Platting, Manchester, M10 8DB.

Houston, G. 8, Rochester Terrace, London, NW1 9JN. ILEA Language and Literacy Unit, London, SE15 2RJ.

ILEA Language and Literacy Unit, Southwark College, East Peckham Branch, Asylum Road, London, SE15 2RJ. (ILEA publication will soon be available from Harcourt Brace Jovanovich).

Instructional Resource Center, The City University of New York, 535, East 80th Street, New York, NY 10021. (Publishes Journal of Basic Writing).

International Council for Adult Education (ICAE), 720, Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4. (Publishes Convergence).

Gertrud Kamper, Schaperstrasse 35, D1000, Berlin 15, Germany.

Lee Centre, 1, Aislibie Road, London, SE12 8QH.

London Voluntary Service Council, 68, Chalton Street, London, NW1 1JR.

National Association for Teaching English and other Community Languages to Adults, National Centre, Hall Green College, Floodgate Street, Birmingham, B5 5SU. (Publishes Language Issues).

National Association of the Teacher's of English. (NATE). 49, Broomgrove Road, Sheffield, S10 2NA. (publishes English in Education).

National Federation of Voluntary Education Schemes (NFVES) Formerly called NFVLS, Cambridge House, Camberwell Road, London, SE5 OHF. (Publishes a Newsletter.)

NIACE. National Institute of Adult Continuing Education, 19B, De Montfort Street, Leicester, LE1 7GE (Publishes Adults Learning.)

New Beacon Books, 76, Stroud Green Road, London, N4 3EN.

Participatory Research Group, 394, Euclid Avenue, Suite 308, Toronto, Ontario, M6G 259.

Plain English Campaign, Vernon House, Whaley Bridge, Stockport SK12 7HP.

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Printed by Richardson Print Lancaster Tel: 0524 388355